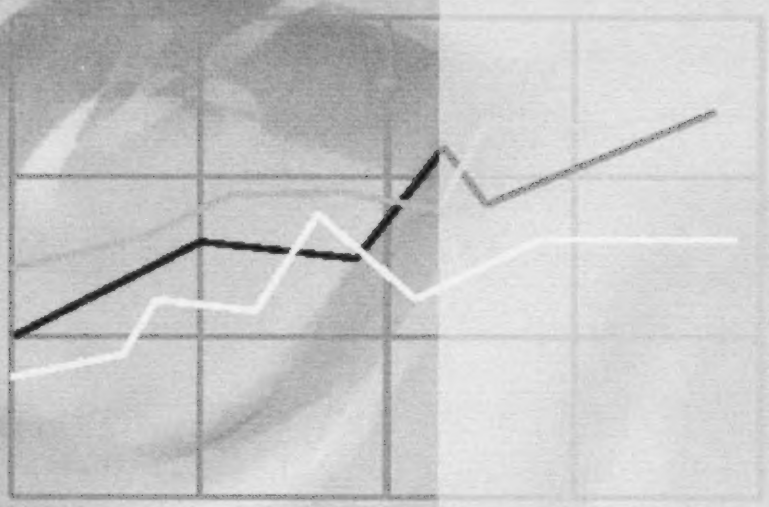
Alberta

2015 Stakeholder Satisfaction with Education in Alberta Surveys

RCO Indicators



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October 2015

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ISBN 978-1-4601-2611-0 (Print)
ISBN 978-1-4601-2612-7 (PDF)

Available online: http://education.alberta.ca/admin/funding/outcomes /resultreport.aspx

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Executive Summary

This report presents the results on 34 survey measure indicators identified by the Review Committee on Outcomes (RCO). The survey questions were part of the 2015 Stakeholder Satisfaction with Education in Alberta Surveys of the public, teachers, principals, school board trustees, superintendents, senior high school students, and parents of kindergarten to Grade 12 students. Highlights of the results and opportunities for improvement are given below.

Highlights

- The vast majority (96%) of students, parents, teachers, principals, school board trustees, superintendents, and the public agreed that teachers have specialized knowledge and skills, apply knowledge and skills using reasoned judgment and that they provide a very valuable service to society. Respondents' agreement ranged from 93% for parents to 100% for principals (Measure D.5, page 25).
- The vast majority (95%) of students, parents, teachers, principals, school board trustees, and superintendents agreed that students are safe at school, are learning the importance of caring and respect for others and are treated fairly in school. Respondents' agreement ranged from 90% for parents to 98% for principals and superintendents (Measure B.4, page 13).
- The vast majority (94%) of students, parents, teachers, principals, school board trustees, and superintendents were satisfied that teachers help students achieve learning expectations and high standards. Respondents' level of satisfaction ranged from 86% for parents to 99% for principals and superintendents (Measure D.3.2, page 23).
- The vast majority (92%) of students, parents, teachers, principals, school board trustees, and superintendents agreed that students model the characteristics of active citizenship. Respondents' agreement ranged from 82% for students to 99% for principals and superintendents (Measure A.6.1, page 7).
- The vast majority (92%) of students, parents, teachers, principals, school board trustees, and superintendents were satisfied that student learning resources (such as text books, audio and video materials) that are available at schools are current, appropriate, and meet student learning needs. Respondents' level of satisfaction ranged from 86% for teachers to 97% for superintendents (Measure B.6, page 15).
- The vast majority (90%) of students, parents and teachers agreed that there is mutual respect and trust between teachers and students. Respondents' agreement ranged from 84% for students to 96% for teachers (Measure D.2, page 22).
- A large proportion (89%) of students, parents, teachers, principals, school board trustees, superintendents, and the public were satisfied with the overall quality of education in Alberta. Respondents' level of satisfaction ranged from 75% for the public to 97% for principals and superintendents (Measure A.4.3, page 6).

- A large proportion (89%) of students, parents, teachers, principals, school board trustees, and superintendents agreed that programs for children at risk are easy to access and timely. Respondents' agreement ranged from 78% for parents to 94% for principals and superintendents (Measure B.3.1, page 12).
- A large proportion (89%) of students, parents, teachers and the public were satisfied that school facilities meet the physical needs of students, staff and the community. Respondents' level of satisfaction ranged from 81% for teachers to 93% for students (Measure F.2.2, page 36).
- A large proportion (87%) of teachers, principals, school board trustees, and superintendents agreed that the professional development and in-servicing received by teachers from the school authority have been focused, systematic and contributed significantly to their ongoing professional growth. Respondents' level of agreement ranged from 71% for teachers to 96% for superintendents (Measure D.6, page 26).
- A large proportion (86%) of students, parents, teachers, principals, superintendents, and the public were satisfied that students are receiving a solid grounding in language arts, mathematics, science and social studies. Respondents' level of satisfaction ranged from 71% for the public to 96% for superintendents (Measure A.1a.1, page 3).
- A large proportion (85%) of students, parents, teachers, principals, school board trustees, and superintendents were satisfied with parental involvement in decisions about their child's education. Respondents' level of satisfaction ranged from 67% for students to 95% for superintendents (Measure C.1, page 16).

Opportunities for Improvement

- About half (52%) of parents, teachers, principals, school board trustees, superintendents, and the public were satisfied that their input is considered, respected and valued by the province. Respondents' level of satisfaction ranged from 30% for teachers to 77% for superintendents (Measure C.2.2, page 18).
- About six in ten (61%) of parents, teachers, principals, school board trustees, superintendents, and the public were satisfied that the leadership at the school, school board and provincial levels effectively supports and facilitates teaching and learning. Respondents' level of satisfaction ranged from 44% for the public to 76% for students (Measure E.9, page 33).
- About two-thirds (65%) of parents, teachers, principals, school board trustees, superintendents, and the public were satisfied that the learning system is highly accountable and communicates effectively with the public. Respondents' level of satisfaction ranged from 46% for the public to 75% for principals and superintendents (Measure E.7, page 32).
- Two-thirds (66%) of teachers, principals, school board trustees, and superintendents agreed that recent Bachelor of Education graduates are well prepared to meet their responsibilities as teachers. Respondents' level of satisfaction ranged from 63% for teachers to 72% for superintendents (Measure D.4, page 24).

Student Learning

RCO OUTCOME A.1a:

Students receive a broad program of studies including: a solid grounding in language arts, mathematics, science and social studies.

Measure A.1a.1: *Percentage of teacher, parent, public, student, board, superintendent, and principal satisfaction that students are receiving a solid grounding in language arts, mathematics, science and social studies.*

Overall Results: Overall, 86% of students, parents, teachers, principals, school board trustees, superintendents, and the public were satisfied that students are receiving a solid grounding in language arts, mathematics, science and social studies. Respondents' overall satisfaction that students are receiving a solid grounding in these core subjects is consistent with previous results *(see Chart 1)*.

Chart 1
Overall Satisfaction that Students are Receiving a Solid Grounding in Core Subjects

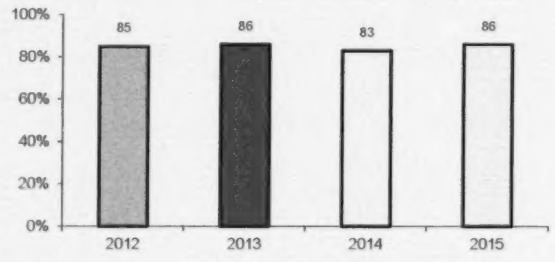
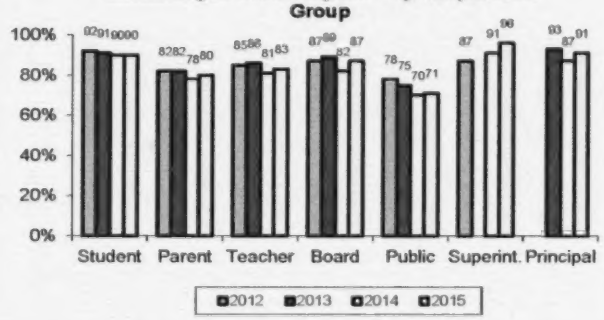


Chart 2
Satisfaction that Students are Receiving a Solid Grounding in Core Subjects - By Respondent Group



In general, a higher proportion of superintendents (96%), principals (91%), students (90%), school board trustees (87%), teachers (83%), parents (80%), and a relatively lower proportion of the public (71%) were satisfied that students are receiving a solid grounding in language arts, mathematics, science and social studies. Respondents' satisfaction levels on this measure are similar to previous results (see Chart 2).

RCO OUTCOME A.1b:

Students receive a broad program of studies including: instruction in the fine arts, career, technology, health, physical education and where appropriate, religious education.

Measure A.1b.1: *Percentage of teacher, parent, student, board, superintendent, and principal satisfaction with the opportunity for students to receive a broad program of studies including fine arts, career, technology, health, physical education and, where appropriate, religious education.*

Overall Results: Overall, 82% of students, parents, teachers, principals, school board trustees, and superintendents were satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, health, physical education and, where appropriate, religious education. Respondents' overall satisfaction level on this measure is similar to previous results *(see Chart 3)*.

Chart 3
Overall Satisfaction with the Opportunity for Students to Receive a Broad Program of Studies

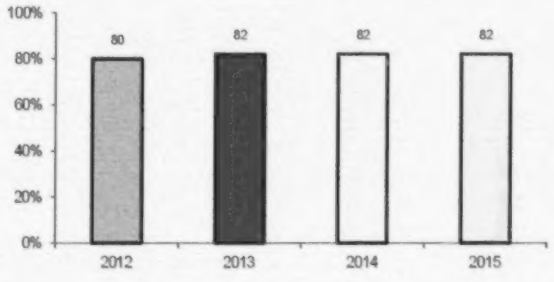
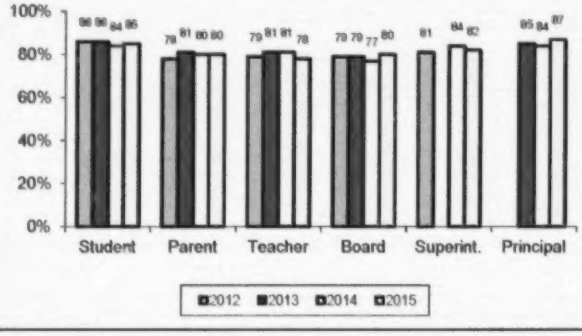


Chart 4
Satisfaction with the Opportunity for Students to Receive a Broad Program of Studies - By Respondent Group



Looking at each respondent group individually, 87% of principals, 85% of students, 82% of superintendents, 80% of parents and school board trustees, and 78% of teachers were satisfied with the availability of a variety of subjects and the opportunity for students to learn about music, drama, art, computers, health, another language, career education, and physical education. Note that in the parent survey, questions on drama, another language, and career education were asked only to parents of students in Grades 7-12 *(see Chart 4)*.

RCO OUTCOME A.4:

The learning system contributes to the student's intellectual, social, physical, emotional, and spiritual development.

Measure A.4.2: *Percentage of teacher, parent, public, student, board, superintendent, and principal satisfaction that the learning system is contributing to the student's intellectual, social, physical, emotional and spiritual development.*

Overall Results: Overall, 79% of students, parents, teachers, principals, school board trustees, superintendents, and the public were satisfied that the learning system is contributing to the student's intellectual, social, physical, emotional and spiritual development. The overall level of satisfaction is consistent with previous results *(see Chart 5).*

Chart 5
Overall Satisfaction that the Learning System is Contributing to Students' Development of Skills and Abilities

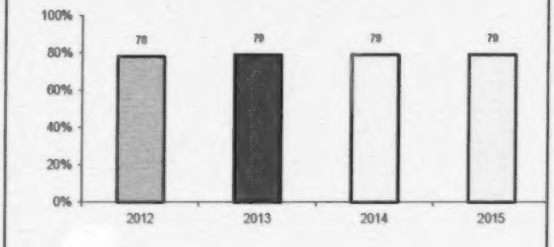
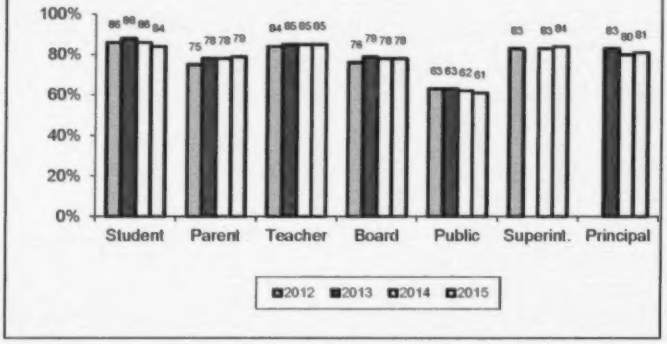


Chart 6
Satisfaction that the Learning System is Contributing to Students' Development of Skills and Abilities - By Respondent Group



Over 75% of students, parents, teachers, principals, school board trustees, and superintendents were satisfied that the learning system is contributing to the student's intellectual, social, physical, emotional and spiritual development. However, a relatively smaller proportion of the public (61%) was satisfied on this measure. Respondents' satisfaction levels on this measure are similar to previous results *(see Chart 6).*

Measure A4.3: *Percentage of teacher, parent, public, student, board, superintendent and principal satisfaction with the overall quality of education in Alberta.*

Overall Results: Overall, a large proportion (89%) of students, parents, teachers, principals, school board trustees, superintendents, and the public reported that they were satisfied with the overall quality of education in Alberta. Respondents' overall satisfaction level on this measure is similar to previous results *(see Chart 7).*

Chart 7
Overall Satisfaction with Quality of Education

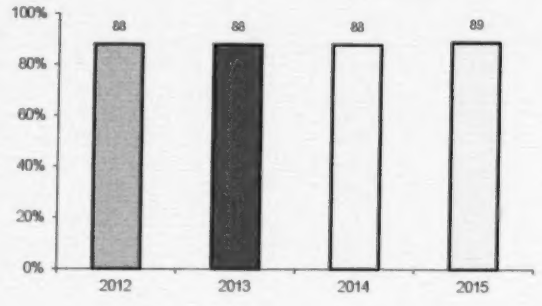
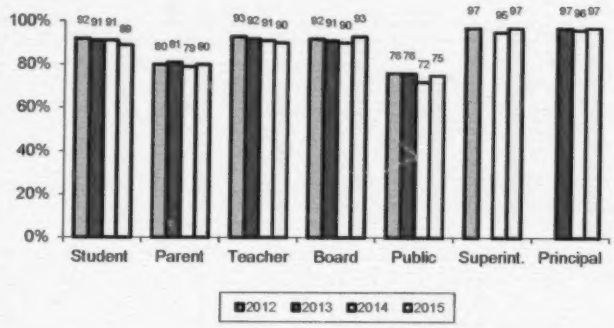


Chart 8
Satisfaction with Quality of Education
- By Respondent Group



Broken down by respondent group, 97% of principals and superintendents, 93% of school board trustees, 90% of teachers, 89% of students, and 80% of parents were satisfied with the overall quality of education in the province. However, a relatively smaller proportion of the public (75%) reported that they are satisfied with the overall quality of education in the province. Respondents' satisfaction levels are similar to previous results *(see Chart 8).*

RCO OUTCOME A.6:

Students demonstrate active citizenship.

Measure A.6.1: *Percentage of teacher, parent, public, student, board, superintendent and principal satisfaction that students model the characteristics of active citizenship.*

Overall Results: Overall, 92% of students, parents, teachers, principals, school board trustees, and superintendents agreed that students model the characteristics of active citizenship. Respondents' overall agreement that students model the characteristics of active citizenship is similar to previous results *(see Chart 9).*

Chart 9
Overall Satisfaction that Students Model the Characteristics of Active Citizenship

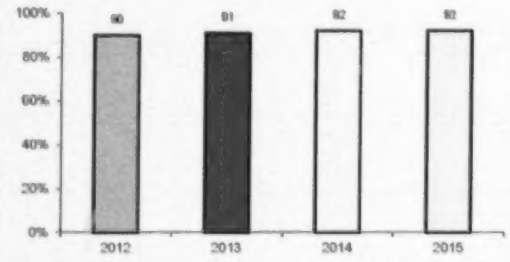
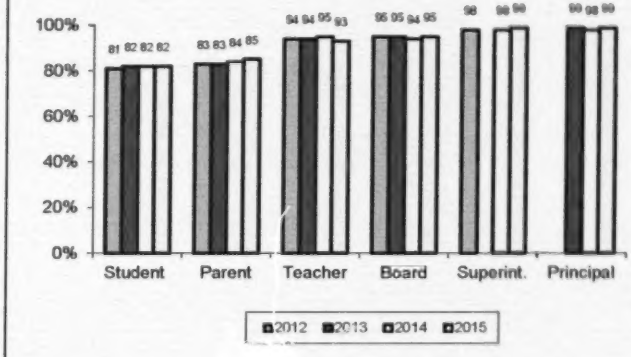


Chart 10
Satisfaction that Students Model the Characteristics of Active Citizenship - By Respondent Group



In general, a high proportion of principals (99%), superintendents (99%), school board trustees (95%), teachers (93%), parents (85%), and students (82%) agreed that students model the characteristics of active citizenship. Respondents' agreement levels are similar to previous results. Note that the public is not included in this survey measure *(see Chart 10).*

RCO OUTCOME A.7:

Students demonstrate the skills and attitudes for life-long learning.

Measure A.7.1: *Percentage of teacher, parent, student, public, employer and post-secondary instructor satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for life-long learning.*

Overall Results: Overall, 72% of students, parents, teachers and the public agreed that high school graduates demonstrate the knowledge, skills and attitudes necessary for life-long learning. Respondents' agreement level on this measure is consistent with previous results *(see Chart 11).*

Chart 11
Overall Satisfaction that High School Graduates Demonstrate the Knowledge, Skills and Attitudes Necessary for Life-long Learning

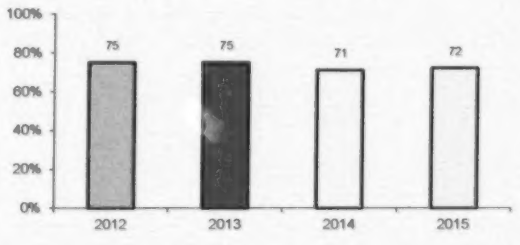
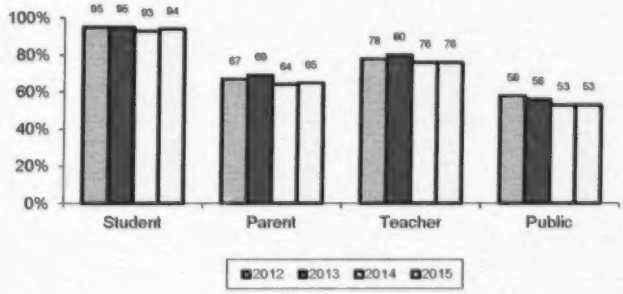


Chart 12
Satisfaction that High School Graduates Demonstrate the Knowledge, Skills and Attitudes Necessary for Life-long Learning - By Respondent Group



In general, a high proportion of students (94%) agreed that high school graduates demonstrate the knowledge, skills, and attitudes necessary for life-long learning. However, relatively fewer teachers (76%), parents (65%) and the public (53%) agreed that high school graduates demonstrate the knowledge, skills and attitudes necessary for life-long learning. Respondents' agreement levels are consistent with previous results. Note that in the parent survey, questions on this measure were asked only to parents of students in Grades 7-12 *(see Chart 12).*

RCO OUTCOME A.8:

Students demonstrate preparedness for work.

Measure A.8.2: *Percentage of teacher, parent, student, public, board, superintendent and principal agreement that students have attitudes that make them successful in the world of work.*

Overall Results: For this measure, students, parents, teachers, principals, school board trustees, superintendents, and the public were asked to rate their agreement on whether attitudes and behaviours are taught to students to be successful at work. Overall, 79% of them agreed that high school students have attitudes that make them successful in the world of work. Respondents' agreement level on this measure is consistent with previous results *(see Chart 13)*.

Chart 13
Overall Agreement that Students have Attitudes to be Successful in the World of Work

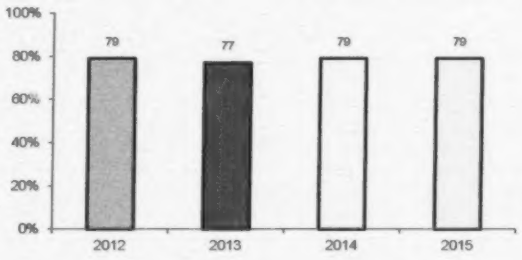
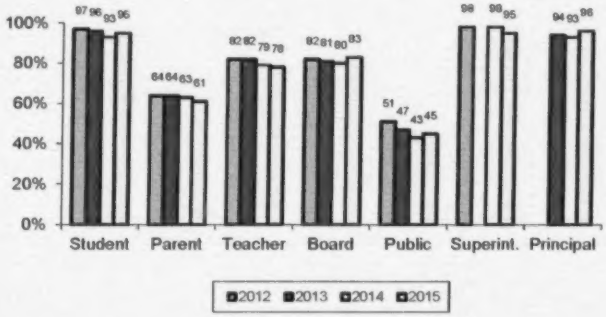


Chart 14
Agreement that Students have Attitudes to be Successful in the World of Work
- By Respondent Group



In general, a high proportion of principals (96%), students (95%), superintendents (95%), school board trustees (83%), and teacher (78%) agreed that students have attitudes to be successful at work. However, relatively fewer parents (61%) and the public (45%) agreed with this statement. Respondents' agreement levels on this measure are similar to previous results. Note that in the parent survey, questions in this measure were asked only to parents of students in Grades 7-12 *(see Chart 14)*.

Opportunity to Learn

RCO OUTCOME B.1:

Each student comes to school ready to learn.

Measure B.1: *Percentage of teacher, parent, student, board, superintendent and principal agreement that students arrive at school ready to learn.*

Overall Results: Overall, 82% of students, parents, teachers, principals, school board trustees, and superintendents agreed that students arrive at school ready to learn. Respondents' agreement level on this measure is consistent with previous results *(see Chart 15).*

Chart 15
Overall Agreement that Students Arrive at School Ready to Learn

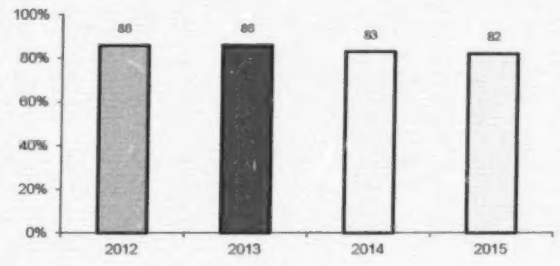
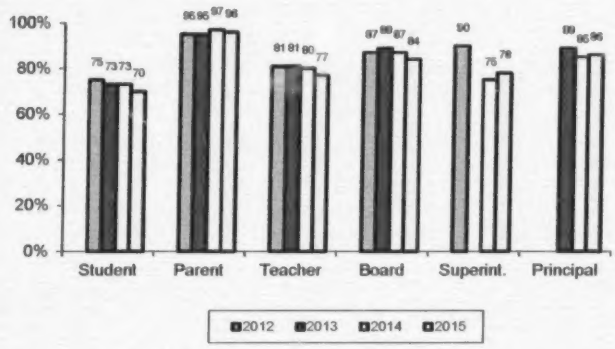


Chart 16
Agreement that Students Arrive at School Ready to Learn - By Respondent Group



A high proportion of parents (96%), principals (86%), and school board trustees (84%) agreed that students arrive at school ready to learn. However, relatively fewer superintendents (78%), teachers (77%) and students (70%) agreed with this statement. Superintendents' agreement level has decreased compared to the 2012 result *(see Chart 16).*

RCO OUTCOME B.2:

Students are provided assistance and support to ensure equitable opportunity to learn.

Measure B.2.1: *Percentage of teacher, parent, student, board, superintendent and principal satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.*

Overall Results: Overall, 81% of students, parents, teachers, principals, school board trustees, and superintendents were satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community. Respondents' agreement on this measure has been stable over the past four years *(see Chart 17)*.

Chart 17
Overall Satisfaction with the Accessibility, Effectiveness and Efficiency of Programs and Services

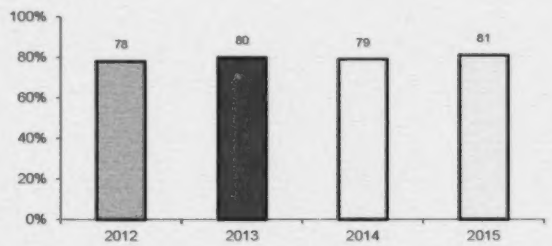
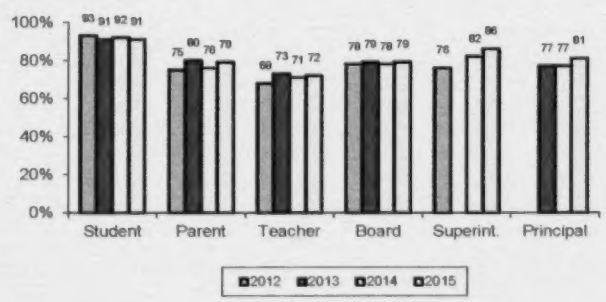


Chart 18
Satisfaction with the Accessibility, Effectiveness and Efficiency of Programs and Services - By Respondent Group



Over 90% of students were satisfied that they are provided with efficient and effective programs and services for learning at school. However, relatively fewer superintendents (86%), principals (81%), parents (79%), school board trustees (79%), and teachers (72%) were satisfied that students are provided with efficient and effective programs and services they need to learn at school. Respondents' satisfaction levels are similar to previous results *(see Chart 18)*.

RCO OUTCOME B.3:

Children at risk have their needs addressed through effective coordinated programs and supports.

Measure B.3.1: *The percentage of teacher, parent, student, board, superintendent and principal agreement that programs for children at risk are easy to access and timely.*

Overall Results: Overall, 89% of students, parents, teachers, principals, school board trustees, and superintendents agreed that programs for children at risk are easy to access and timely. Overall agreement on programs for children at risk is similar to that observed in previous results *(see Chart 19).*

Chart 19
Overall Agreement that Programs for Children at Risk are Easy to Access and Timely

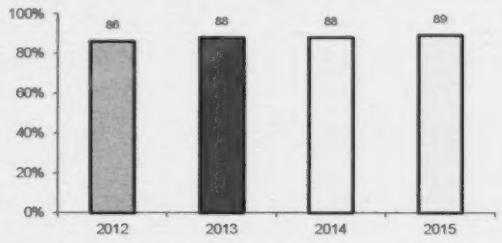
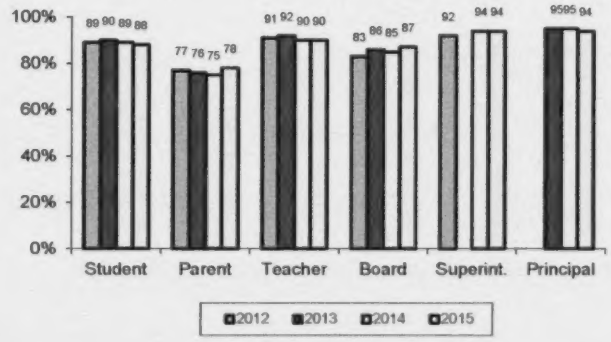


Chart 20
Agreement that Programs for Children at Risk are Easy to Access and Timely - By Respondent Group



A high proportion of principals (94%), superintendents (94%), teachers (90%), students (88%), and school board trustees (87%) agreed that programs for children at risk are easy to access and timely. However, relatively fewer parents (78%) agreed with this statement. Respondents' agreement levels are similar to previous results *(see Chart 20).*

RCO OUTCOME B.4:

A safe and caring school environment facilitates student learning in an atmosphere of trust, respect and inclusiveness.

Measure B.4: *Percentage of teacher, parent, student, board, superintendent and principal agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.*

Overall Results: Overall, 95% of students, parents, teachers, principals, school board trustees, and superintendents agreed that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. Respondents' overall agreement level is consistent with previous results *(see Chart 21).*

Chart 21
Overall Agreement that Students are Safe, Treated Fairly in School and are Learning the Importance of Caring and Respect

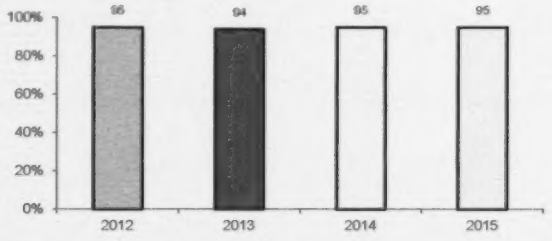
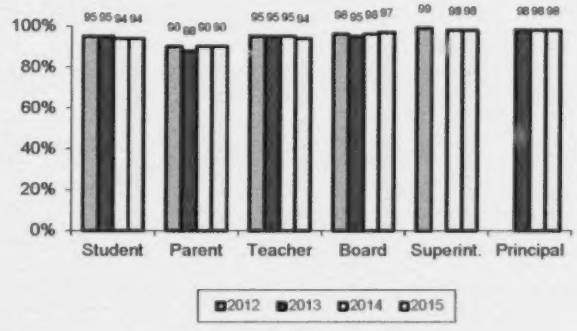


Chart 22
Agreement that Students are Safe, Treated Fairly in School and are Learning the Importance of Caring and Respect - By Respondent Group



A vast majority of principals (98%), superintendents (98%), school board trustees (97%), teachers (94%), students (94%), and parents (90%) agreed that students are safe, treated fairly at school and are learning the importance of caring and respect for others. Respondents' agreement levels on this measure are similar to previous results *(see Chart 22).*

RCO OUTCOME B.5:

Appropriately-sized groups and settings allow teachers to meet the diverse, individual learning needs of students.

Measure B.5: *Percentage of teacher, parent, student, board, superintendent and principal satisfaction that the individual student is receiving the individual attention they require appropriate to their learning needs in their school.*

Overall Results: Overall, 82% of students, parents, teachers, principals, school board trustees, and superintendents were satisfied that each student receives the individual attention they require at school. The overall satisfaction level on this measure is consistent with previous results *(see Chart 23)*.

Chart 23
Overall Satisfaction that Students Receive the Individual Attention They Require

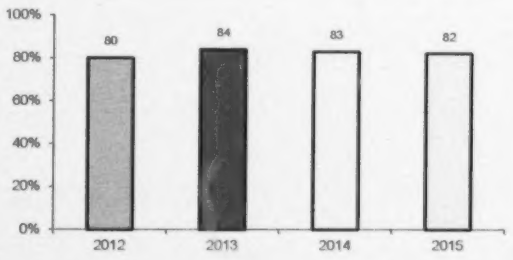
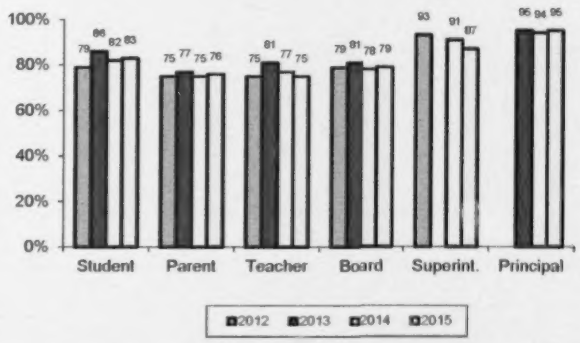


Chart 24
Satisfaction that Students Receive the Individual Attention They Require - By Respondent Group



In general, a high proportion of principals (95%), superintendents (87%) and students (83%) were satisfied that students receive the individual attention they need at school. However, a relatively lower proportion of school board trustees (79%), parents (76%) and teachers (75%) were satisfied that students receive the individual attention they need at school. Respondents' satisfaction levels are similar to previous results *(see Chart 24)*.

RCO OUTCOME B.6:

Students utilize appropriate learning resources.

Measure B.6: *Percentage of teacher, parent, student, board, superintendent and principal satisfaction that the student learning resources are: a) available, b) current, appropriate and support curriculum outcomes and c) meet the learning needs of students.*

Overall Results: Overall, 92% of students, parents, teachers, principals, school board trustees, and superintendents were satisfied that the student learning resources (such as text books, audio and video materials) available at schools are current, appropriate, and meet student learning needs. Respondents' overall satisfaction level on this measure is similar to previous results *(see Chart 25).*

Chart 25
Overall Satisfaction that Learning Resources Meet the Needs of Students

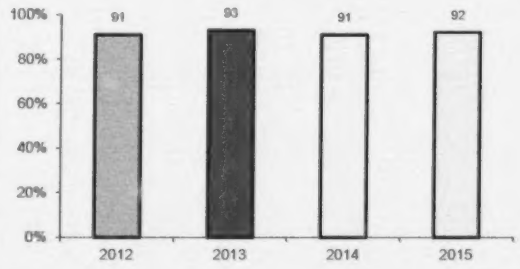
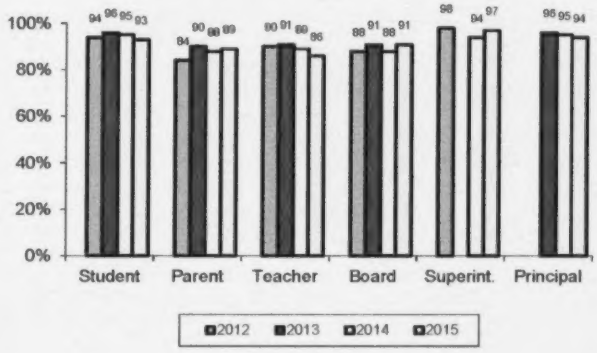


Chart 26
Satisfaction that Learning Resources Meet the Needs of Students - By Respondent Group



A high proportion of superintendents (97%), principals (94%), students (93%), school board trustees (91%), parents (89%), and teachers (86%) were satisfied that the student learning resources available at schools are current, appropriate, and meet student learning needs. Respondents' satisfaction levels are similar to previous results *(see Chart 26).*

Involvement/Engagement

RCO OUTCOME C.1:

Parents are involved meaningfully in their children's education.

Measure C.1: *Percentage of teacher, parent, student, board, superintendent and principal satisfaction with parental involvement in decisions about their child's education.*

Overall Results: Overall, 85% of students, parents, teachers, principals, school board trustees, and superintendents were satisfied with parental involvement in decisions about their child's education. Respondents' overall satisfaction level is similar to previous results *(see Chart 27).*

Chart 27
Overall Satisfaction with Parental Involvement in Decisions About Their Child's Education

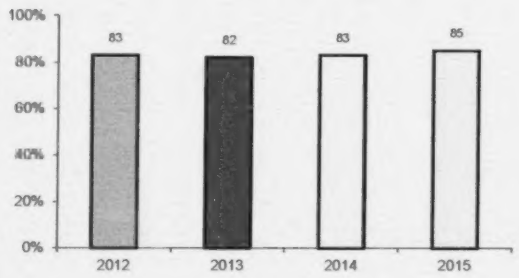
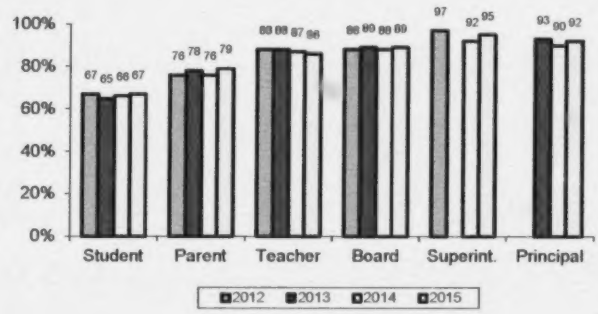


Chart 28
Satisfaction with Parental Involvement in Decisions About Their Child's Education - By Respondent Group



Over 85% of teachers, principals, school board trustees, and superintendents were satisfied with parental involvement in decisions about their child's education. Relatively fewer parents (79%) and students (67%) were satisfied with parental involvement in decisions about their child's education. Respondents' satisfaction levels are similar to previous results *(see Chart 28).*

RCO OUTCOME C.2:

The voices of students, parents, staff and the community are heard, respected, and valued.

Measure C.2.1: *The percentage of parent, public, student, staff (teacher), board, superintendent and principal satisfaction that their input is considered, respected and valued by the board.*

Overall Results: Overall, 74% of parents, teachers, principals, school board trustees, superintendents, and the public were satisfied that their input is considered, respected and valued by the school board. Respondents' overall satisfaction level is consistent with previous results *(see Chart 29).*

Chart 29
Overall Satisfaction that Input is Considered, Respected, and Valued by the School Board

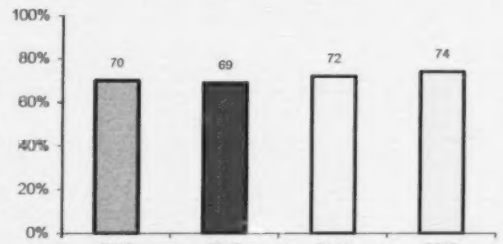
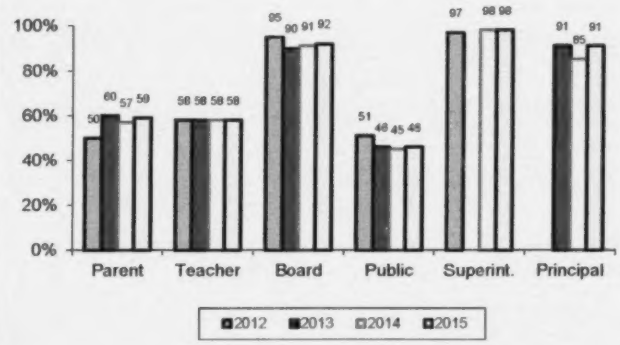


Chart 30
Satisfaction that Input is Considered, Respected, and Valued by the School Board - By Respondent Group



Respondents' satisfaction that their input into the education of students is considered, respected, and valued by the school board varied widely. Almost all superintendents (98%) and a high proportion of school board trustees (92%) and principals (91%) were satisfied that the school board considered parent and guardian input into the education of students. A relatively smaller proportion of teachers (58%), parents (59%) and the public (46%) were satisfied that the school board considered their own input. Parents' satisfaction level has increased compared to the 2012 result *(see Chart 30).*

Measure C.2.2: *The percentage of parent, public, student, staff (teacher), board, superintendent and principal satisfaction that their input is considered, respected and valued by the province*

Overall Results: Overall, 52% of parents, teachers, principals, school board trustees, superintendents and the public were satisfied that their input is considered, respected and valued by the province. The overall satisfaction level on this measure is consistent with previous results *(see Chart 31).*

Chart 31
Overall Satisfaction that Input is Considered, Respected, and Valued by the Province

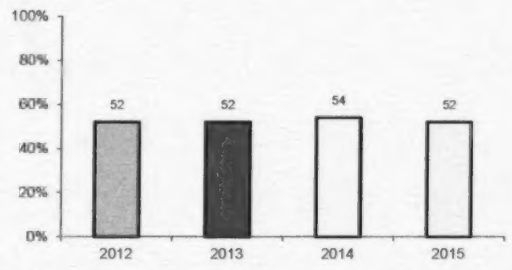
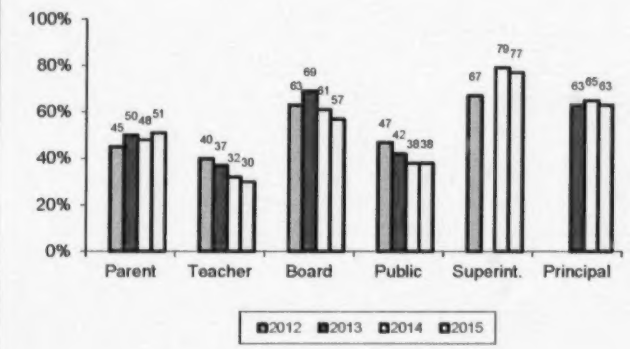


Chart 32
Satisfaction that Input is Considered, Respected, and Valued by the Province - By Respondent Group



Overall, 77% of superintendents were satisfied that their input is considered, respected and valued by the province. Relatively fewer principals (63%), school board trustees (57%), parents (51%), the public (38%), and teachers (30%) were satisfied that their input is considered, respected and valued by the province. Teacher and public satisfaction has decreased compared to their 2012 results. Similarly, school board trustees' satisfaction has decreased compared to their 2013 result *(see Chart 32).*

Measure C.2.3: *The percentage of parent, public, student, staff (teacher) and board satisfaction that their input is considered, respected and valued by the school.*

Overall Results: Overall, 71% of students, parents, teachers, and the public were satisfied that their input is considered, respected and valued by the school. Respondents' overall satisfaction level on this measure is consistent with previous results *(see Chart 33)*.

Chart 33
Overall Satisfaction that Input is Considered, Respected, and Valued by the School

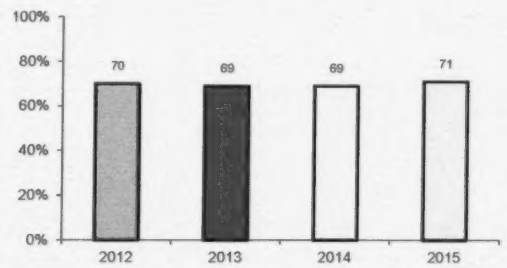
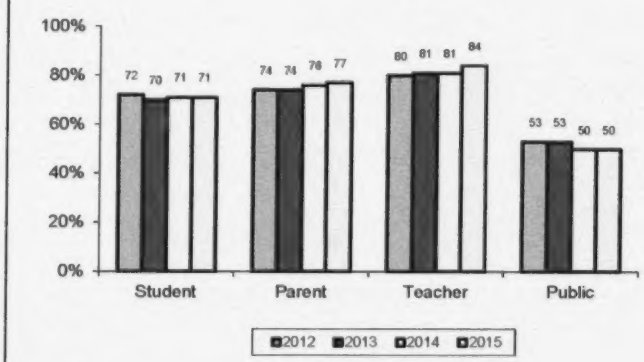


Chart 34
Satisfaction that Input is Considered, Respected, and Valued by the School - By Respondent Group



Overall, 84% of teachers were satisfied that their input is considered, respected and valued by their school. However, only about three-quarters of parents (77%) and students (71%) and half (50%) of the public were satisfied that their input is considered, respected and valued by the school. Respondents' satisfaction levels are similar to previous results (*see Chart 34*).

RCO OUTCOME C.4:

School councils fulfill their advisory role.

Measure C.4.1: *Percentage of teacher, parent (at large), board, superintendent, principal and council agreement that school councils are fulfilling their advisory role.*

Overall Results: Overall, 82% of parents, teachers, principals, school board trustees, and superintendents agreed that school councils are fulfilling their advisory role. Respondents' satisfaction level is consistent with previous results *(see Chart 35)*.

Chart 35
Overall Satisfaction that School Councils are Fulfilling their Advisory Role

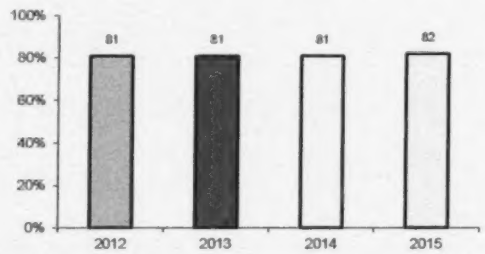
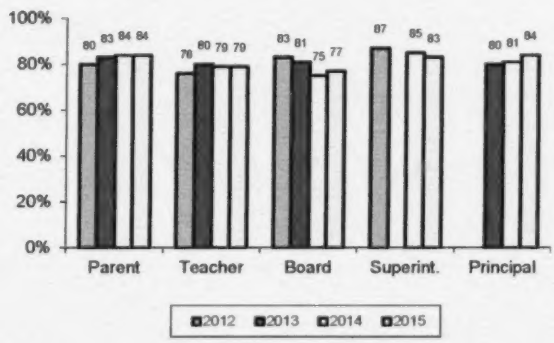


Chart 36
Satisfaction that School Councils are Fulfilling their Advisory Role - By Respondent Group

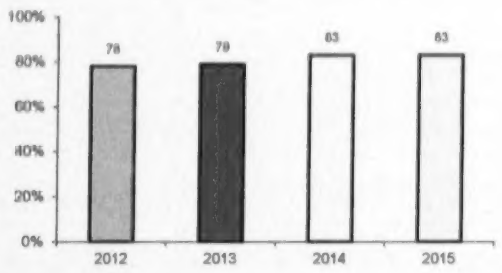


In general, a high proportion of parents (84%), principals (84%), superintendents (83%), teachers (79%), and school board trustees (77%) agreed that school councils are fulfilling their advisory role. Respondents' satisfaction levels are similar to previous results *(see Chart 36)*.

Measure C.4.2: *Parent perception that school councils influence decisions made at their child's school.*

Overall Results: Overall, 83% of parents agreed that school council influences decisions made at their child's school. Parent satisfaction level is consistent with previous results. Only parents were respondents on this survey measure *(see Chart 37)*.

Chart 37
Overall Perception that School Council Influences Decisions Made at School



Teaching and Profession of Teaching

RCO OUTCOME D.2:

A positive teacher-student relationship exists.

Measure D.2: *The percentage of parent, student and teacher agreement that there is mutual respect and trust between teachers and students.*

Overall Results: Overall, 90% of students, parents and teachers agreed that there is mutual respect and trust between teachers and students. Respondents' agreement level is similar to previous results *(see Chart 38).*

Chart 38
Overall Agreement that There is Mutual Respect and Trust Between Teachers and Students

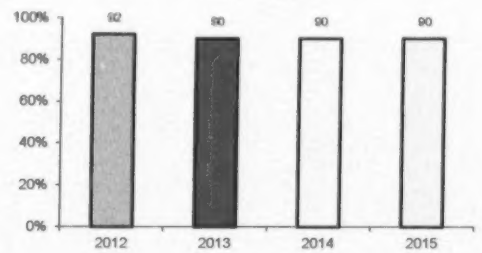
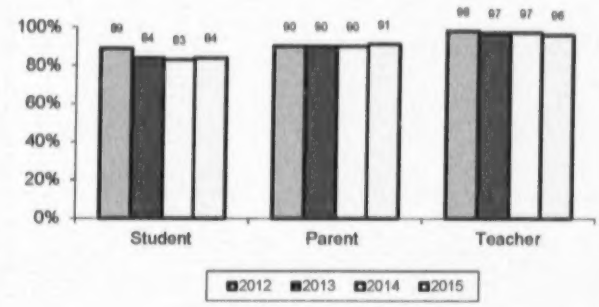


Chart 39
Agreement that there is Mutual Respect and Trust Between Teachers and Students - By Respondent Group



The vast majority of teachers (96%) and parents (91%) agreed that there is mutual respect and trust between teachers and students. However, relatively fewer students (84%) agreed that there is mutual respect and trust between teachers and students. Respondents' agreement levels are similar to previous results *(see Chart 39).*

RCO OUTCOME D.3:

Effective teaching and learning practices are fostered and valued.

Measure D.3.2: *Percentage of teacher, principal, parent, student, board, and superintendent satisfaction that teachers help students achieve learning expectations and high standards.*

Overall Results: Overall, 94% of students, parents, teachers, principals, school board trustees, and superintendents were satisfied that teachers help students achieve learning expectations and high standards. Respondents' overall satisfaction level is similar to previous results *(see Chart 40).*

Chart 40
Overall Satisfaction that Teachers Help Students Achieve Learning Expectations and High Standards

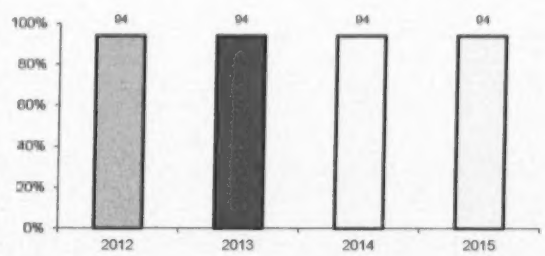
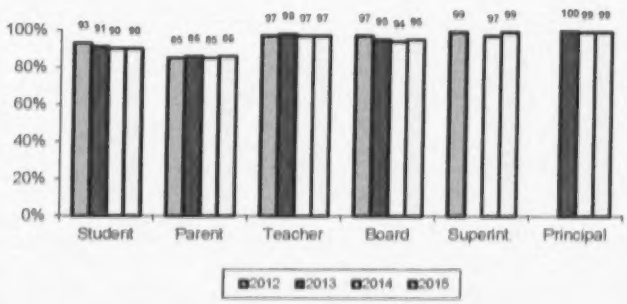


Chart 41
Satisfaction that Teachers Help Students Achieve Learning Expectations and High Standards - By Respondent Group



Almost all principals (99%), superintendents (99%) and teachers (97%) agreed that teachers help students achieve learning expectations and high standards. Similarly, a high proportion of school board trustees (95%), students (90%) and parents (86%) agreed that teachers help students achieve learning expectations and high standards. Respondents' satisfaction levels are consistent with previous results *(see Chart 41).*

RCO OUTCOME D.4:

High-quality, accessible teacher education programs and stringent teacher certification requirements exist.

Measure D.4.1: *Percentage of teacher, principal, board, superintendent and principal agreement that new Alberta B.Eds are well prepared to meet their responsibilities as teachers.*

Overall Results: Overall, 66% of teachers, principals, school board trustees, and superintendents agreed that recent Bachelor of Education graduates are well prepared to meet their responsibilities as teachers. Respondents' overall agreement level is consistent with previous results (see *Chart 42*).

Chart 42
Overall Agreement that New Alberta B.Eds are Well Prepared to Meet Their Responsibilities as Teachers

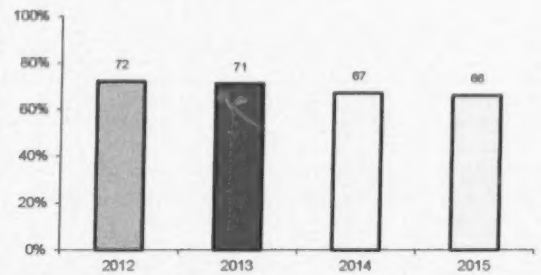
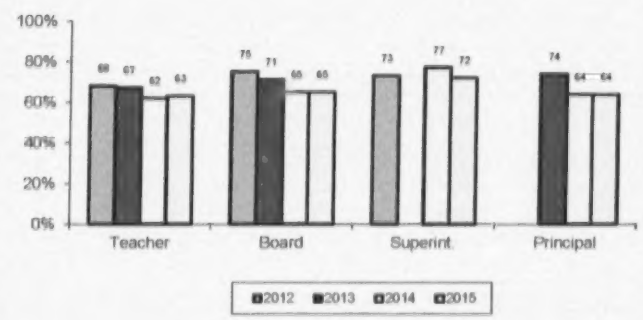


Chart 43
Agreement that New Alberta B.Eds are Well Prepared to Meet Their Responsibilities as Teachers - By Respondent Group



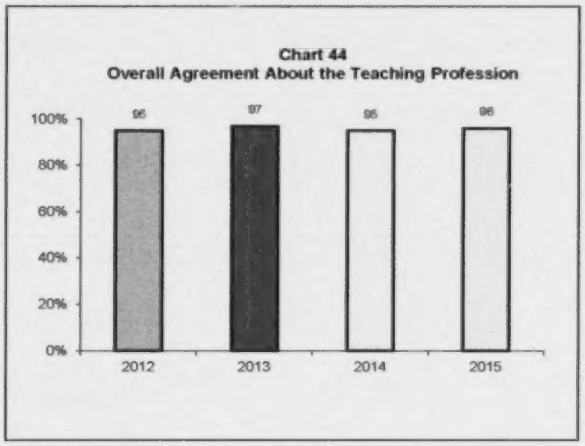
In general, 72% of superintendents agreed that recent Bachelor of Education graduates are well prepared to meet their responsibilities as teachers. However, fewer school board trustees (65%), principals (64%) and teachers (63%) agreed with this statement. Board members' agreement level has decreased compared to the 2012 result. Similarly, principals' agreement level has decreased compared to the 2013 result *(see Chart 43)*.

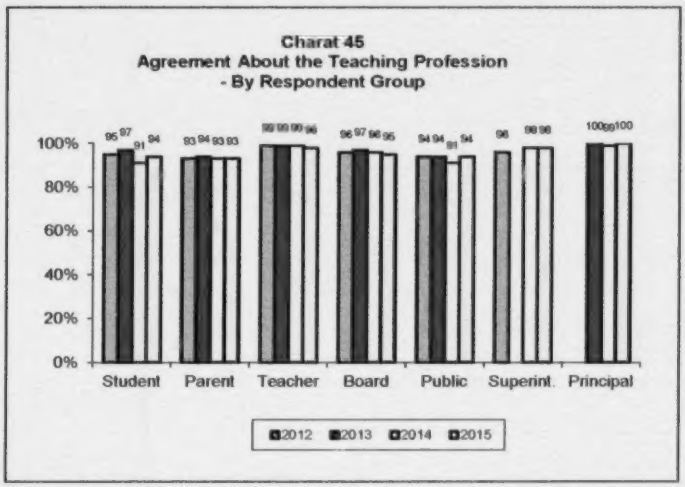
RCO OUTCOME D.5:

Teaching is recognized as a profession and teachers exercise their judgment and authority consistent with their professional rights and responsibilities.

Measure D.5: *Percentage of teacher, parent, public, student, board, superintendent and principal agreement that teaching is a profession requiring its members to: a) have specialized knowledge and skills, b) apply their specialized knowledge and skills using reasoned judgment, c) provide a service to society.*

Overall Results: Overall, 96% of students, parents, teachers, principals, school board trustees, superintendents, and the public agreed that teachers have specialized knowledge and skills, apply knowledge and skills using reasoned judgment and that they provide a very valuable service to society. Respondents' overall agreement level is consistent with previous results *(see Chart 44)*.





All the principals (100%) and the vast majority (93% to 98%) of students, parents, teachers, school board trustees, superintendents, and the public agreed that teachers are knowledgeable about the subjects they teach, have specialized knowledge and skills, apply their knowledge and skills using reasoned judgment and provide a very valuable service to society. Respondents' agreement levels are consistent with previous results *(see Chart 45)*.

RCO OUTCOME D.6:

Ongoing professional growth is fostered through systematic professional development.

Measure D.6: *Percentage of teachers, boards, superintendents and principals reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.*

Overall Results: Overall, 87% of teachers, principals, school board trustees, and superintendents agreed that the professional development and in-servicing received by teachers from the school authority have been focused, systematic and contributed significantly to their ongoing professional growth. Respondents' overall agreement level is consistent with previous results *(see Chart 46).*

Chart 46
Overall Agreement on Teachers' Professional Development

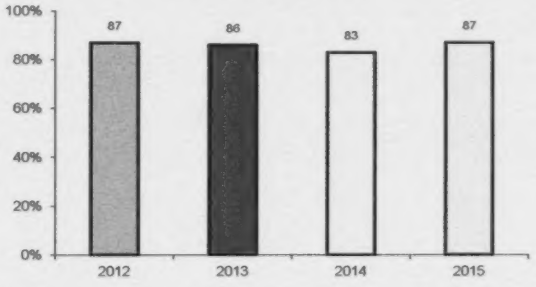
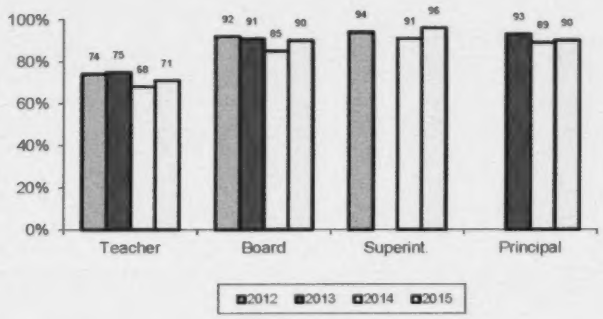


Chart 47
Agreement on Teachers' Professional Development - By Respondent Group



In general, more superintendents (96%), principals (90%) and school board trustees (90%) than teachers (71%) agreed that in-services received by teachers from the school authority have addressed teachers' professional development needs and contributed to teachers' ongoing professional development. Respondents' agreement levels are consistent with previous results *(see Chart 47).*

Leadership and Governance

RCO OUTCOME E.1:

The highest priority of the learning system is the success of each student.

Measure E.1.1: *Percentage of teacher, parent, public, student, board, superintendent and principal agreement that the highest priority of the learning system is the success of the student.*

Overall Results: Overall, 84% of students, parents, teachers, principals, school board trustees, superintendents, and the public agreed that the highest priority of the education system is the success of the student. Respondents' overall agreement level is consistent with previous results *(see Chart 48).*

Chart 48
Overall Agreement that the Highest Priority of the Learning System is the Success of the Student

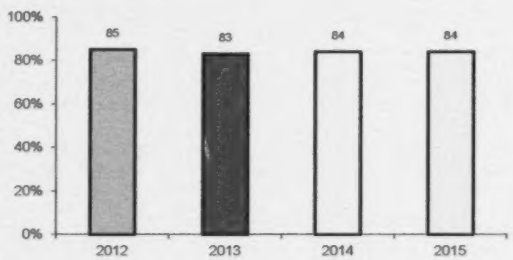
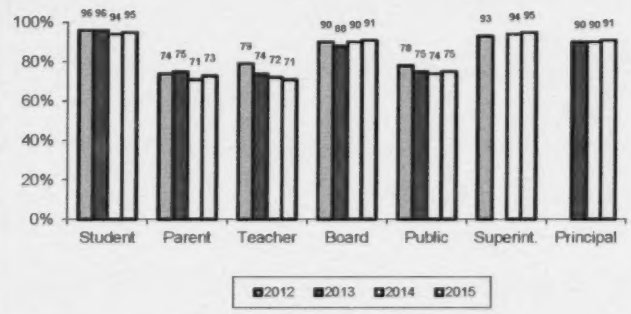


Chart 49
Agreement that the Highest Priority of the Learning System is the Success of the Student - By Respondent Group



A higher proportion of students (95%), superintendents (95%), principals (91%) and school board trustees (91%) agreed that the highest priority of the Alberta's education system is the success of the student. However, a relatively smaller proportion of parents (73%), teachers (71%) and the public (75%) agreed with this statement. Teachers' agreement level has decreased compared to the 2012 result *(see Chart 49).*

RCO OUTCOME E.2:

The learning system is characterized by ongoing school improvement.

Measure E.2.1: *Percentage of teacher, parents, boards, superintendents and principals indicating that their school and school(s) in their jurisdictions have improved, stayed the same, or become worse in the last three years.*

Overall Results: Overall, 85% of students, parents, teachers, principals, school board trustees, and superintendents indicated that their school and school(s) in their jurisdiction have improved or stayed the same in the last three years. The overall result for this measure is consistent with previous results *(see Chart 50)*.

Chart 50
Overall Agreement on the Improvement of Schools in the Last Three Years

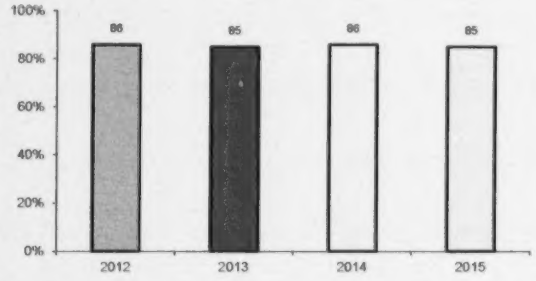
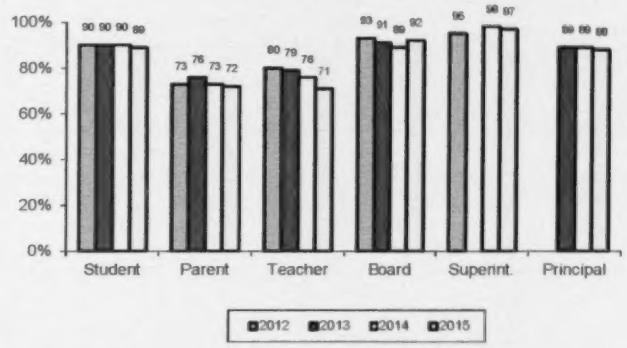


Chart 51
Agreement on the Improvement of Schools in the Last Three Years - By Respondent Group



A high proportion of superintendents (97%), school board trustees (92%), students (89%), and principals (88%), indicated that their school and school(s) in their jurisdiction have improved or stayed the same in the last three years. However, relatively fewer parents (72%) and teachers (71%) agreed with this statement. Teachers' perception of improvement has decreased compared to the 2012 and 2013 results. Note that in the parent survey, the question on this measure was asked only to parents of students in Grades 3-12 *(see Chart 51)*.

Measure E.2.2: *Percentage of teachers, parents, boards, superintendents and principals indicating that the Alberta learning system has improved, stayed the same, or become worse in the last three years.*

Overall Results: Overall, 75% of parents, teachers, principals, school board trustees, and superintendents indicated that Alberta's K-12 education system has improved or stayed the same in the last three years. The overall result for this measure is consistent with previous results (see *Chart 52*).

Chart 52
Agreement on the Improvement of the K-12 System in the Last Three Years

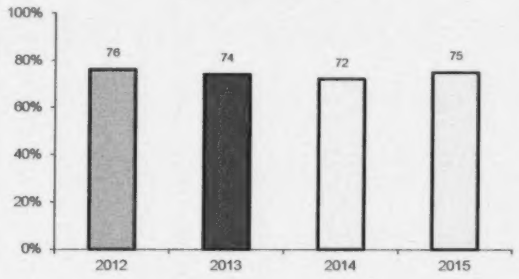
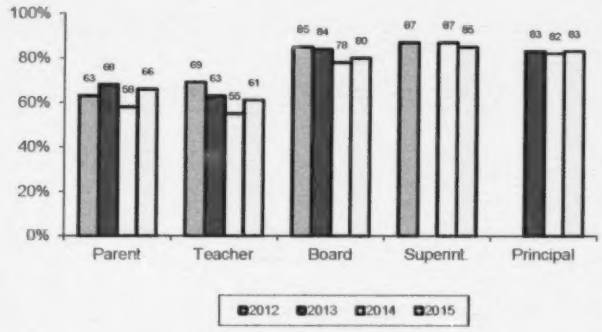


Chart 53
Agreement on the Improvement of the K - 12 System in the Last Three Years - By Respondent Group



A high proportion of superintendents (85%), principals (83%) and school board trustees (80%) indicated that the Alberta K-12 education system has improved or stayed the same in the last three years. However, relatively fewer teachers (61%) and parents (66%) agreed with this statement. Parents' perception of improvement has increased compared to the 2014 result whereas teachers' perception of improvement has decreased compared to the 2012 result. Note that in the parent survey, the question on this measure was asked only to parents of students in Grades 3-12 *(see Chart 53).*

RCO OUTCOME E.3:

Consultation, research and commitment to principles guide policy decisions in the learning system.

Measure E.3: *The percentage of teacher, parent, public, student, board, superintendent and principal agreement that the learning system is committed to consultation, research and principles of the School Act.*

Overall Results: Overall, 72% of students, parents, teachers, principals, school board trustees, superintendents, and the public agreed that the learning system is committed to consultation, research, and the principles of the *School Act*. Respondents' overall agreement level is similar to previous results *(see Chart 54)*.

Chart 54
Overall Agreement that the Learning System is Committed to Consultation, Research, and the Principles of the *School Act*

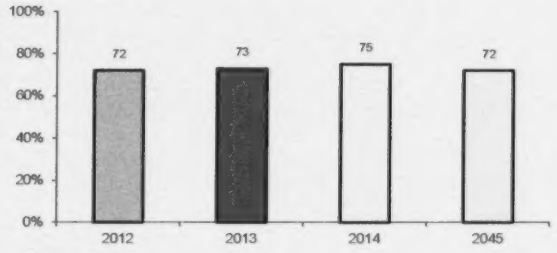
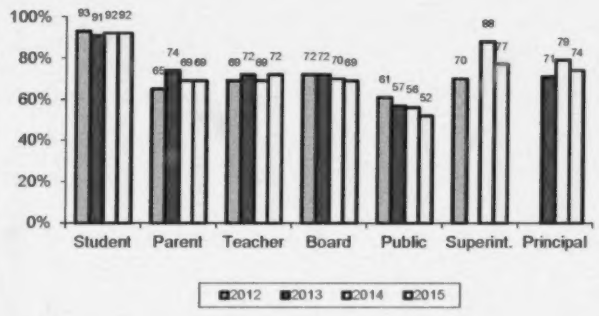


Chart 55
Agreement that the Learning System is Committed to Consultation, Research, and the Principles of the *School Act* - By Respondent Group



A higher proportion of students (92%) agreed that the education system is committed to consultation, research and the principles of the *School Act*. However, a relatively smaller proportion of superintendents (77%), principals (74%), teachers (72%), parents (69%), school board trustees (69%), and the public (52%) agreed with this statement. Public agreement has decreased compared to the 2012 result *(see Chart 55)*.

RCO OUTCOME E.4:

Student learning is supported by evaluation practices that provide information about important outcomes.

Measure E.4: *The percentage of teacher, parent, student, stakeholder, board, superintendent and principal agreement that Alberta Education, school jurisdictions and schools use the results of student, teacher, program, school and school system evaluation to improve student learning.*

Overall Results: Overall, 82% of parents, teachers, principals, school board trustees, and superintendents agreed that the Alberta Education/school jurisdictions/schools use ongoing evaluation to improve student learning. The overall agreement level is similar to previous results *(see Chart 56)*

Chart 56
Overall Agreement that Alberta Education, School Jurisdictions, and Schools Use On-going Evaluation to Improve Student Learning

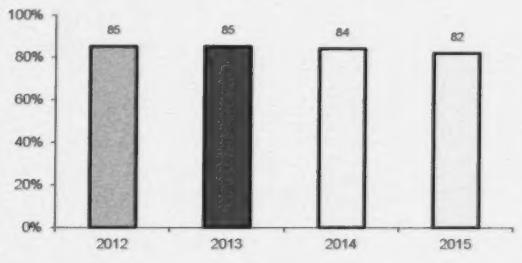
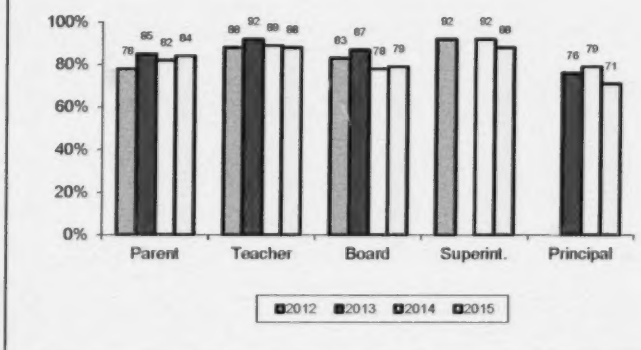


Chart 57
Agreement that Alberta Education, School Jurisdictions, and Schools Use On-going Evaluation to Improve Student Learning - By Respondent Group



In general, a high proportion of superintendents (88%) and teachers (88%) and parents (84%) and a relatively lower proportion of school board trustees (79%) and principals (71%) agreed that Alberta Education/school jurisdictions/ schools use ongoing evaluation to improve student learning. Respondents' agreement levels are consistent with previous results *(see Chart 57).*

RCO OUTCOME E.7:

All elements of the learning system are highly accountable and communicate effectively with the public.

Measure E.7: *Percentage of teacher, parent, public, board, superintendent and principal satisfaction that the learning system (government, jurisdictions, schools) is highly accountable and communicates effectively with the public.*

Overall Results: Overall, 65% of parents, teachers, principals, school board trustees, superintendents, and the public were satisfied that the learning system is highly accountable and communicates effectively with the public. The overall satisfaction level is similar to previous results *(see Chart 58).*

Chart 58
Overall Satisfaction that the Learning System is Highly Accountable and Communicates Effectively with the Public

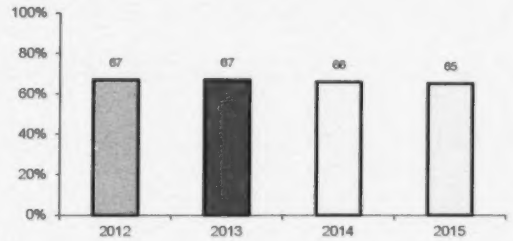
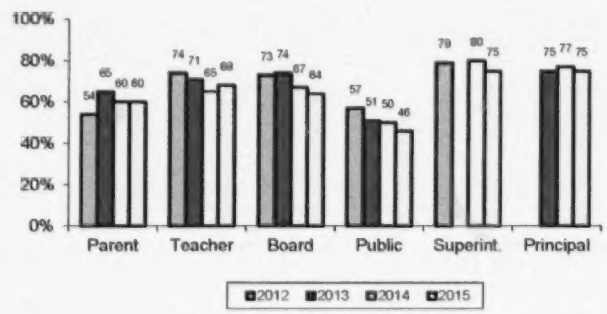


Chart 59
Satisfaction that the Learning System is Highly Accountable and Communicates Effectively with the Public - By Respondent Group



Three-quarters (75%) of principals and superintendents were satisfied that the learning system is highly accountable and communicates effectively with the public. Relatively fewer teachers (68%), school board trustees (64%), parents (60%), and the public (46%) were satisfied that the learning system is highly accountable and communicates effectively with the public. Public agreement has decreased compared to the 2012 result *(see Chart 59).*

RCO OUTCOME E.9:

Effective and facilitative leadership supports teaching and learning.

Measure E.9: *Percentage of parent, public, student, staff (teacher), board, superintendent and principal satisfaction that the leadership at the school, school board and provincial level effectively supports and facilitates teaching and learning.*

Overall Results: Overall, 61% of parents, teachers, principals, school board trustees, superintendents, and the public were satisfied that the leadership at the school, school board and provincial levels effectively supports and facilitates teaching and learning. Respondents' satisfaction level on this measure is consistent with previous results *(see Chart 60).*

Chart 60
Overall Satisfaction that the Leadership at the School, School Board, and Provincial Levels Effectively Supports and Facilitates Teaching and Learning

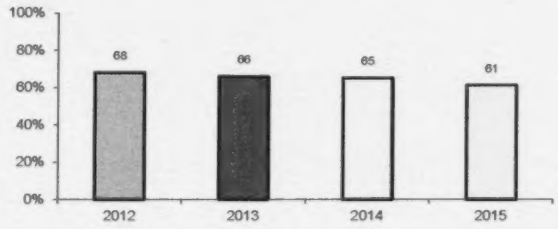
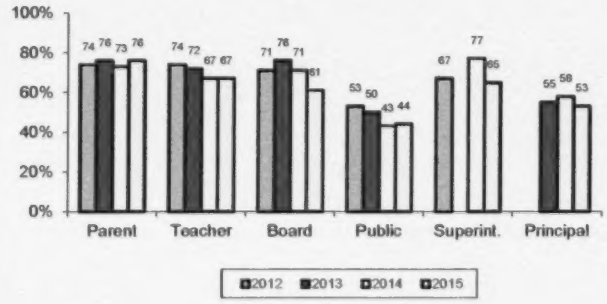


Chart 61
Satisfaction that the Leadership at the School, School Board and Provincial Levels Effectively Supports and Facilitates Teaching and Learning - By Respondent Group



In general, over 75% of parents were satisfied that the leadership at school, jurisdiction and provincial levels supports and facilitates teaching and learning. Relatively smaller proportions of teachers (67%), superintendents (65%), school board trustees (61%), principals (53%) and the public (44%) were satisfied with school, board and provincial leaderships. Board satisfaction has decreased compared to the 2013 result and public satisfaction has decreased compared to the 2012 result *(see Chart 61).*

Facilities

RCO OUTCOME F.1.1:

Facilities meet the learning needs of students and the program delivery needs of staff.

Measure F1.1: *Percentage of parent, student, staff (teacher), board, superintendent and principal satisfaction that the facility, space and equipment meet the learning needs of students.*

Overall Results: Overall, 75% of students, parents, teachers, principals, school board trustees, and superintendents were satisfied that school facilities, space and equipment meet the learning needs of students. Respondents' overall satisfaction level is consistent with previous results *(see Chart 62)*.

Chart 62
Overall Satisfaction that School Facilities, Space and Equipment Meet the Learning Needs of Students

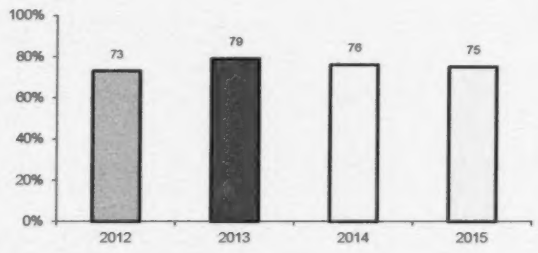
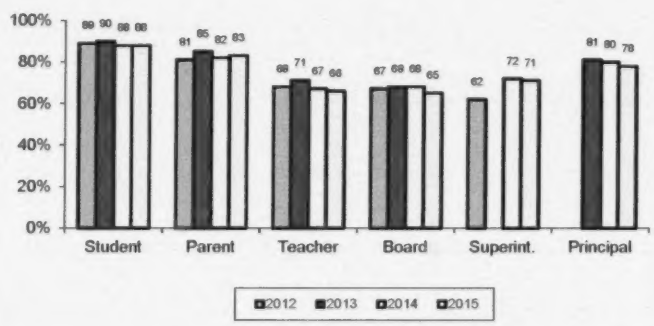


Chart 63
Satisfaction that School Facilities, Space and Equipment Meet the Learning Needs of Students - By Respondent Group



In general, a large proportion of students (88%), parents (83%), principals (78%), and superintendents (71%) were satisfied that school facilities, space and equipment meet the learning needs of students. However, relatively fewer school board trustees (65%) and teachers (66%) were satisfied that student learning needs are being met. Respondents' satisfaction levels are consistent with previous results *(see Chart 63)*.

Measure F1.2: *Percentage of parent, student, staff (teacher), board, superintendent and principal satisfaction that the facility, space and equipment meet the program delivery needs of staff.*

Overall Results: Overall, 70% of teachers, principals, school board trustees and superintendents were satisfied that school facilities, space and equipment meet the program delivery needs of staff. Respondents' overall satisfaction level is consistent with previous results *(see Chart 64).*

Chart 64
Overall Satisfaction that Facilities, Space and Equipment Meet the Program Delivery Needs of Staff

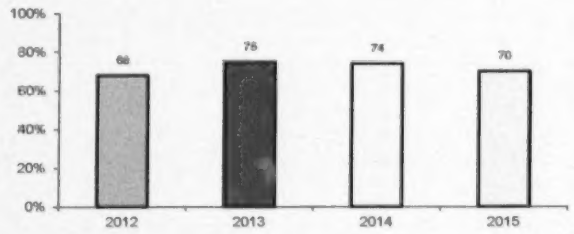
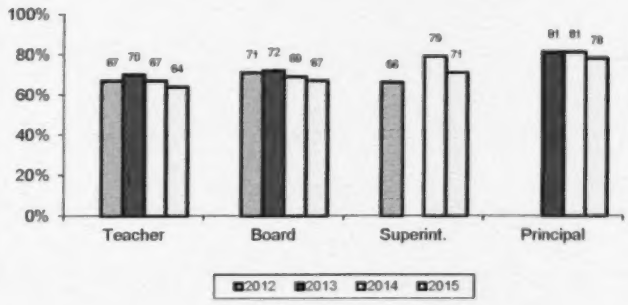


Chart 65
Satisfaction that Facilities, Space and Equipment Meet the Program Delivery Needs of Staff - By Respondent Group



In general, a higher proportion of principals (78%) and superintendents (71%) than school board trustees (67%) or teachers (64%) were satisfied that facilities, space and equipment meet the program delivery needs of staff. Respondents' satisfaction levels are consistent with previous results *(see Chart 65).*

RCO OUTCOME F.2:

Facilities meet the physical needs of students, staff and the community.

Measure F2.2: *Percentage of students, staff (teacher) and community satisfaction that facilities meet the physical needs of students, staff and the community.*

Overall Results: Overall, 89% of students, parents, teachers, and the public were satisfied that school facilities meet the physical needs of students, staff and the community. Respondents' overall satisfaction level is similar to previous results *(see Chart 66).*

Chart 66
Overall Satisfaction that Facilities Meet the Physical Needs of Students, Staff and the Community

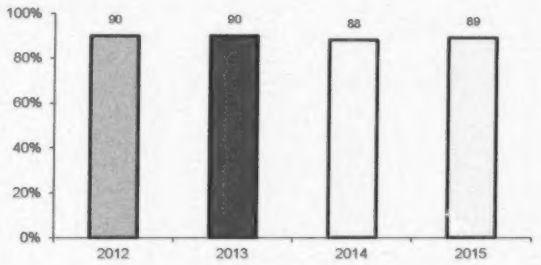
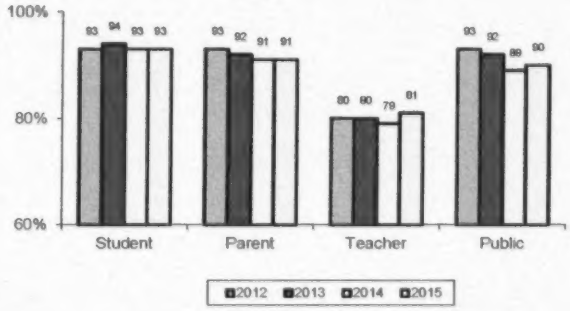


Chart 67
Satisfaction that Facilities Meet the Physical Needs of Students, Staff and the Community - By Respondent Group



A large proportion of students (93%), parents (91%), and the public (90%) were satisfied that school facilities meet the physical needs of students, staff, and the community. However, relatively fewer teachers (81%) were satisfied that facilities meet their physical needs. Respondents' satisfaction levels are consistent with previous results *(see Chart 67).*

Appendix-1

2015 Stakeholder Satisfaction Surveys: RCO Indicators

Background

In the spring of 2000, Alberta Education (previously Alberta Learning) appointed the Review Committee on Outcomes (RCO) to consult with Albertans to find out what they expected from the K-12 education system and how these expectations are being met. The committee consisted of stakeholder representatives from the Alberta Home and School Councils' Association, Alberta School Boards' Association, College of Alberta School Superintendents, Association of School Business Officials of Alberta, Alberta Teachers' Association, Public Colleges and Technical Institutions of Alberta, Universities Coordinating Council, and Chamber of Commerce, as well as a parent and a member at large.

This committee worked for more than a year to develop outcomes for the education system by gathering public input on key results for a number of areas such as student learning, quality teaching, leadership and governance. In its second year, the committee and its performance measurement sub-committee focused their attention on developing a set of indicators and measures to help determine whether outcomes are being achieved.

Overall, more than 1400 Albertans provided feedback on both the outcomes and measures during the consultation process. A total of 39 outcomes were established, which together with 80 measures form a framework that helps to establish educational policies and priorities at the system, jurisdictional and school levels. Mostly, these measures are based on views of parents, teachers, students, boards and employers as well as the public. These measures provide a basis for monitoring system performance and bringing about continuous improvement over time.

This report presents the results on survey measure indicators based on the 2015 Stakeholder Satisfaction Surveys (which are telephone surveys of the public, teachers, school board trustees, principals, superintendents, senior high school students and parents of kindergarten to Grade 12 students). These indicators relate to 28 RCO outcomes and 34 survey measures for the kindergarten to Grade 12 education system. These satisfaction surveys are conducted annually by Alberta Education to obtain perceptions on how the education system is performing in meeting learners' and society's needs and expectations.

2004 was the first year that questions based on the RCO measures were included in the surveys. The provincial satisfaction surveys were expanded to include a Superintendent Survey in 2007 and a Principal Survey in 2008. From 2009-2013, administration of these two surveys was done in alternate years with the Principal Survey being administered in 2013. However, this practice was changed and both groups were surveyed from 2014 onwards. Thus, in 2014 and 2015, overall measure results include results from both superintendents and principals where applicable. Because of this, caution should be exercised in comparing current

results with results before 2014. Changes in the scope of some measures were also made with the addition of new questions in 2008 and 2009.

This report reflects the opinions of 3,970 individuals representing seven respondent groups: 800 senior high school students, 800 parents of Early Childhood Services (ECS) – Grade 12 students, 800 teachers, 310 school board trustees, 60 superintendents, 400 principals, and 800 members of the general public. The analysis of the results is based on a rolled-up summary percentage for all questions in the measure for each respondent group. For each measure, overall results are calculated based on the average of rolled-up summary percentages for the related respondent groups. A historical perspective of results is provided, where possible, through comparison of 2015 results with those obtained in 2012, 2013 and 2014.

In the surveys, some respondent groups were excluded from certain questions, (although they were initially included as respondents when the RCO measures were developed), because those questions were considered to require a significant amount of background knowledge not normally available to those groups. The 2015 stakeholder satisfaction surveys were conducted from mid-January to mid-March 2015.

Appendix-2

Sample Sizes and Confidence Intervals in the Stakeholder Satisfaction with Education in Alberta Surveys

Alberta Education annually commissions telephone satisfaction surveys of random samples of the Alberta public, teachers, school board trustees, superintendents, principals, senior high school students and parents of Early Childhood Services (ECS) – Grade 12 students. Administration of the superintendent survey and principal survey was done in alternate years from 2009-2013; however, both groups were surveyed from 2014 onwards. The purpose of these surveys is to obtain perceptions of how the Education system is performing in meeting learners' and society's needs and expectations. Professional survey research firms are contracted to conduct the surveys for Alberta Education, using trained interviewers and a Computer-Assisted Telephone Interviewing (CATI) system. Survey results are compiled by the survey research firm and provided to Alberta Education.

The following table provides sampling information about the Stakeholder Satisfaction with Education in Alberta Surveys (public, teachers, school board trustees, superintendents, principals, senior high school students and parents of ECS – Grade 12 students) conducted by Alberta Education from 2012-2015. The information includes the respondent groups surveyed, corresponding sample sizes and the confidence intervals for results from each survey. Sampling variation can account for observed differences in results from year to year. Results are considered accurate within the confidence interval 19 times out of 20 (i.e., at a confidence level of 95%). Please note that results for some questions included in the surveys will have wider confidence intervals because of sample sizes smaller than those in the table below.

Survey	Sample/Confidence Interval	2012	2013	2014	2015
Public	Sample	800	800	800	800
	Confidence interval	±3.5%	±3.5%	±3.5%	±3.5%
Parents of ECS to Grade 12 students	Sample	800	800	800	800
	Confidence interval	±3.5%	±3.5%	±3.5%	±3.5%
Senior high school students	Sample	800	800	800	800
	Confidence interval	±3.5%	±3.5%	±3.5%	±3.5%
Teachers	Sample	800	800	800	800
	Confidence Interval	±3.5%	±3.5%	±3.5%	±3.4%
School board trustees*	Sample	350	350	347	310
	Confidence Interval	±3.1%	±3.1%	±3.1%	±3.6%
Superintendents*	Sample	60	na	53	60
	Confidence Interval	±5.7%	na	±7.2%	±5.5%
Principals*	Sample	na	400	400	400
	Confidence Interval	na	±4.2%	±4.3%	±4.3%

*Accuracy for these samples takes into account the size of the sampled population

Unless otherwise noted, the survey instruments for these satisfaction surveys use four-point response scales ("Very Satisfied/Satisfied/Dissatisfied/Very Dissatisfied" or "Strongly Agree/Agree/Disagree/Strongly Disagree"), depending on the question. Although not asked, "Don't Know" responses and refusals are recorded as well. Results presented are the combined percentages of respondents who were "Very Satisfied/Satisfied" or who "Strongly Agreed/Agreed". The survey instruments and results are available online at: http://www.education.alberta.ca/admin/resources/satisfaction.aspx.